

Section 1: Cover Sheet**Name of Existing Public Charter School:** Paul Cuffee School**Location of Current School:** Providence: 459 Promenade St; 30 Barton St; 544 Elmwood Ave**Enrolling Communities/Districts:** Providence **Primary Contact:** Christopher Haskins**Role within Charter School:** Head of School **Address:** 544 Elmwood Ave, Providence, RI 02907**Phone:** 401-781-2727 (office); 401-601-5852 (cell) **email:** chaskins@paulcuffee.org

	Grade Levels Served	Enrollment	District Served
Original Charter,	K-5	360	Providence
Current Status	K-12	774	
Expanded Charter,	K-12	813	Providence
Five-Year Mark			

Charter School Type: Independent**Signature of Board Chair:** _____**Print Name:** Russell Carey **Position/Title:** President, Board of Trustees **Date:** September 29, 2016**Signature of School Leader:** _____**Print Name:** Christopher Haskins **Position/Title:** Head of School **Date:** September 29, 2016

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Section 2: Executive Summary

Paul Cuffee School is an independent, public charter school operating a Lower School, Middle School and Upper School in the City of Providence. The School seeks to expand enrollment by 39 students, increasing by one student in each class across grades K-11: from 19 to 20 per class in grades K-5 for a total of 18 new students; from 20 to 21 students per class in grades 6-8 for a total of 9 new students, and from 16 to 17 students in each advisory in grades 9-11 for a total of 12 new students. The expansion would increase Paul Cuffee School's authorized enrollment from 774 to 813. The School does not anticipate any changes to its instructional program, school configuration, or physical space as a result of this expansion.

The School has consistently demonstrated success on state assessments as compared to the sending district. The School demonstrated a statistically significant increase in the percentage of students meeting or exceeding expectations in mathematics from 2015 to 2016, and an increase of 7% in English language arts/literacy, as measured by PARCC.¹

This expansion will support Paul Cuffee School's mission by providing additional resources to further expand School programs. The key financial implications for the charter school will be an increase \$362,310 in state aid and, \$169,533 in local aid.²

¹ Appendix F: Percentage of Students Meeting or Exceeding Expectations on PARCC 2015-2016

² Appendix I: Five-Year Budget Projection

Residents in the City of Providence have demonstrated high demand for admittance to Paul Cuffee School. In 2016 the School received 1,827 applications for 94 seats. 39 siblings await admission to Paul Cuffee School as identified by the School's sibling waiting list, of which 29 students identify as Hispanic/Latino Ethnicity; 9 as Black or African American; and, 1 as White. Of the 39 siblings for whom the School received Federal Free and Reduced-Priced Meals applications, 20 are eligible for free meals, comprising 74%; five are eligible for reduced-priced meals, comprising 19%; and, two are not eligible, comprising 7%.³

³ Appendix E: Current Sibling Waiting List by Federal Free and Reduced-Priced Meals Application

Section 3: Narrative:

Paul Cuffee School seeks to expand enrollment by 39 students, at three students per grade level in grades K-8 and four students per grade level in grades 9-11. The proposed expansion will increase total enrollment from 774 to 813. Paul Cuffee School will continue to serve grades K-12 and will continue to draw students only from the City of Providence.

The School's rationale for expansion includes relative improvements in school performance⁴, a higher level of performance as compared to the sending district⁵, a demonstrated need from the community⁶, and continued demonstration of expanded programming.

Paul Cuffee School is seeking expansion at this time because it has experienced five years of operating at full enrollment and, during that time, has demonstrated relative success in terms of academic performance, financial performance, and organizational performance. Expansion by 39 students will not require additional staffing or changes to facilities and, therefore, will allow Paul Cuffee School to continue to expand its programming in Advanced Placement coursework, the arts, and world languages.

Paul Cuffee School currently serves 775 students in grades K-12. 63% identify as Hispanic/Latino Ethnicity; 21% as Black or African American; 8% as White; 3% as Asian; 3% as Multi-Racial; and 1% as American Indian (add appendix). Of the 502 students who have submitted applications for free and

⁴ Appendix F: Percentage of Students Meeting or Exceeding Expectations on PARCC 2015-2016.

⁵ Appendix F: Percentage of Students Meeting or Exceeding Expectations on PARCC 2015-2016

⁶ Appendix B: Application and Admittance Table

reduced-priced meals to date, 75% meet income criteria for free meals; 9% meet income criteria for reduced-priced meals, and 16% were determined ineligible.⁷

⁷ Appendix C: Federal Free and Reduced-Priced Meals To Date

Section 3a: Expansion Plan and Timeline

Paul Cuffee School seeks to grow by 39 students during the 2017-18 school year. The School will add one student in each classroom in grades K-11. The total authorized enrollment will grow from 774 to 813 students. Currently, three classrooms per grade level serve 19 students in a class in grades K-5, 20 students in class in grades 6-8, and 16 students in each of four advisories per grade level in grades 9-12. The new enrollment for requested expansion will be 20 students in each of three classes per grade level in grades K-5, 21 students in each class per grade level in grades 6-8 and an average of 17 students in each of four advisories per grade level in grades 9-11. The School would not enroll new students in grade 12 as a result of this expansion.⁸

The School will not add a school district to the catchment area or operate additional schools within a charter school network.

Paul Cuffee School is seeking to increase enrollment by one student per classroom so that it may continue to grow in its array of programs. The School has developed programming to provide for students a wide variety of curriculum-based activities including a Common Core State Standards-based curriculum in English language arts and mathematics; inquiry-based science aligned to the Next Generation Science Standards, and robust arts programming. The School's affiliation with the Rhode Island Interscholastic League provides for students several opportunities to compete in sports. Now in

⁸ Appendix A: Enrollment Table

its fifth year as a fully realized K-12 school, Paul Cuffee School wishes to offer additional programming to students.

Section 3b: Mission Statement

"Paul Cuffee School, a K-12 public charter school of choice, educates a diverse community of students from Providence, Rhode Island. We respect each individual and the world we share. This quality of our community is central to our mission.

In the spirit of Paul Cuffee's life, we teach students to value and practice personal initiative, perseverance, and social responsibility. Our School accomplishes these goals through a rigorous academic program which, enriched with maritime experiences, fosters discovery and critical thinking. We prepare students for higher education, lifelong learning, and active citizenship."

The School will continue to expand its programming across each School campus. Beginning in the 2014-15 school year, Upper School provided Advanced Placement coursework, adding AP English Language Composition; AP Biology; and, AP Spanish Language and Culture. In 2015-16 Upper School added AP Psychology. In 2016-17 Upper School added AP Arts 2D; AP U.S. Government and Politics; AP Statistics; and, AP Human Geography. Upper School also added in 2016-17 an Advanced Literature Course for freshmen. At Middle School, in 2015-16, the School expanded enrichment in the SEAS block (Skills, Enrichment, Arts and Science), providing choice and strategic intervention in literacy and mathematics. In 2016-17 the School added an Art class for all students, who now take Art twice a week. At Lower School, in 2015-16, the School added a 0.6 FTE English Language Learner teacher; increased its Physical Education programming; and, in 2016-17, increased a technology teacher by 0.2 FTE in order to provide keyboarding instruction.

Expanded enrollment will not require a change to the School's mission; however, additional resources would allow the School to better meet our mission for all learners.

In collaboration with Trustees, students and families, teachers, and support staff, the School will consider a variety of possible new programs, including:

- Dual language instruction in the primary elementary grades
- Spanish language instruction in the intermediate elementary grades
- Expanded arts courses, including theatre and performing arts at the secondary grades

Section 3c: Community Need and Support

The requested expansion will help to support residents of the City of Providence by offering a greater number of children admittance to Paul Cuffee School. Residents in the City of Providence, especially those who identify as racial and ethnic minorities, have demonstrated high demand for admittance to Paul Cuffee School. The demand for enrollment has steadily increased since 2007. In 2016, the School received 1,827 applications for 94 seats.⁹

36 siblings await admission to Paul Cuffee School as identified by the School's sibling waiting list: one student for grade one; two students for grade two; three students for grade three; four students for grade four; two students for grade five; eight students for grade six; one student for grade seven; five students for grade eight;; two students for grade 10; five students for grade 11; three students for grade 12.¹⁰

Of the 36 students on the sibling waiting list, 18 students have identified Spanish as their home language; 17 as English; 26 students identified as Hispanic/Latino Ethnicity; 9 as Black or African American; and, 1 as White.¹¹

Of the 25 children on the sibling waiting list whose families have submitted federal free and reduced-priced meals applications this year, 76% (19 children) are eligible for free meals, and 20% (five children)

⁹ Appendix B: Application and Admittance Table

¹⁰ Appendix D: Sibling Waiting List

¹¹ Appendix D: Current Sibling Waiting List by Language, Race/Ethnicity

are eligible for reduced-price meals, for a total of 96% (24 children) children meeting income eligibility for free and reduced-priced meals, which may serve as an indicator of poverty for children for whom applications have been received.¹²

Evidence of community support is further documented by the approval of the Request for Charter Expansion by the Paul Cuffee School's Board of Trustees, consisting of community leaders, parents and staff,¹³ and committees including the Finance Committee, Committee on Trusteeship and Governance, and Plant and Property Committee. At its September 18, 2016 meeting, the Paul Cuffee School Board of Trustees agreed that adding one student per class across grades K-11 would be a preferred option of expanding enrollment. The Board agreed that the School should apply for the expansion.

There is no anticipated change in community involvement in governance and operations as a result of the proposed expansion.

¹² Appendix E: Current Sibling Waiting List by Federal Free and Reduced-Priced Meals Application

¹³ Appendix G: Board of Trustees

Section 3d: Goals

Academic Performance Goals: Paul Cuffee School will exceed the state average of the percentage of students who are scored as “met” or “exceeded” expectations on the PARCC. In mathematics, Paul Cuffee School performed lower than the state average by 6% in 2015 and 3% in 2016. In English language arts/literacy, Paul Cuffee School performed lower than the state average by 12% in 2015 and 7% in 2016.

Financial Performance Goals: Paul Cuffee School will continue to meet expectations on its annual rating on the Charter School Annual Performance Report. In 2015-16, Paul Cuffee School’s ratio was 3.86. Paul Cuffee School has 85.61 unrestricted days of cash. Paul Cuffee School’s debt to asset ratio is 0.26. Paul Cuffee School’s aggregated three-year margin was 0.05 and most recent year’s total margin was 0.04.

Organizational Performance Goals: Paul Cuffee School will continue to meet expectations on its annual rating on the Charter School Annual Performance Report. In 2014-15, the School’s attendance rate was greater than the state average. The Lower School’s attendance rate was 97% compared to the state average of 95%; the Middle School’s attendance rate was 97% compared to the state average of 94%; and the Upper School’s attendance rate was 94%, compared to the state average of 91%. The School’s chronic absenteeism was less than the state average. The Lower School’s chronic absenteeism was 3% compared to the state average of 12%; the Middle School’s chronic absenteeism was 0% compared to the state average of 15%; and the Upper School’s chronic absenteeism was 12% as compared to the state average of 26%.

Section 3e: Educational Program

Paul Cuffee School is guided by the principles of equity, student-centered learning, and intentional development of a community of learners - adults and students alike. Its mission statement reflects this through an emphasis on critical thinking, social emotional development, and the quality of community. Students feel welcomed, accepted, and valued. Each student has an adult to whom they can speak about issues as they arise. These qualities have contributed to the success of the school.

The entire K-12 community shares a commitment to social and emotional learning and wellness through a number of programs, including the Responsive Classroom/Developmental Designs approach. This approach focuses on growth and objective mindset, intentional modeling, practice and reflection on expectations and routines, teacher language, advisory structures and community meetings, and a behavior response system which views rule breaking as opportunities for learning.

The teaching culture was established with an entrepreneurial spirit. The teachers at all three buildings worked together with administration to build the School's Lower, Middle and Upper divisions as our school grew, adding grades, and teacher voice and collaboration remain at the core of our culture. This "all hands on deck" spirit extended to our families as well, many of whom have been with the School for many years.

Paul Cuffee School demonstrated an increase of the percentage of students scoring proficient or better on the Partnership for Assessment of Readiness for College and Careers. In 2016, 27% of students were scored as meeting or exceeding expectations in mathematics, as compared to 18.5% in 2015. Also, in 2016 30.4% of students were scored as meeting or exceeding expectations in English language

arts/literacy, as compared to 23.8% in 2015. This is an increase of 9% in mathematics, a statistically significant improvement, and 7% in English language arts/literacy.

Paul Cuffee School demonstrated a greater difference in the percentage of students scoring as “met,” or “exceeding” when comparing 2016 results to 2015 results to that of the state average, urban schools, the urban ring, suburban schools, charter schools, and its sending district, the Providence Public School Department. Still, Paul Cuffee School has a lot of growth to make in order to meet its goals for performance as measured by the PARCC. Paul Cuffee School expects to increase the percentage of students scored as “met” or “exceeded” by 5% in mathematics and 8% English language arts/literacy in order to exceed the state average.¹⁴

The School Improvement Team has chosen to focus on three priorities: whole numbers (and other rational numbers) and operations in mathematics; close reading in literacy; and, explicit vocabulary instruction across the content areas. Teachers in grades K-6 have been trained in Add+Vantage/Math Recovery; special educators have been trained in Orton-Gillingham; Humanities and English teachers in grades 9-12 have been trained in Evidence-Based Argumentation. Mathematics teachers in grades 6-12 have been trained in blended learning approaches through the School’s partnership with Highlander Institute as a FuseRI district, as well as in the Principles of Learning through the Institute for Learning (University of Pittsburgh).

¹⁴ Appendix E: Percentage of Students Meeting or Exceeding Expectation on PARCC 2015-2016

Students at Middle School take three core courses: Math, Humanities, and Science. Each course involves integration of literacy across academic disciplines. Each grade level teams consists of a team of teachers who teach only that grade level, which allows teachers to work closely together to support one group of students. All the core teachers are also advisors, as the advisory program is a key and highly-developed aspect of the School's pursuit of social-emotional growth goals. In addition to core courses, students have a targeted intention or enrichment block that is taught to small groups that change periodically based on individual student needs. Students also have a specials rotation of Art, Physical Education, Spanish and Library/Technology. Since the day is slightly longer than the sending district, Middle School is also able to incorporate a daily recess block, which allows for daily outdoor time, physical activity, and less-structured socialization.

The curriculum at Upper School has a focus on college readiness and literacy. Specifically, the Upper School offers core classes in English, history, mathematics, and science. In order to increase college readiness, the School offers Advanced Placement courses in all of those subject areas. Since implementing Advanced Placement courses in the 2014-2015 school year, the number of students taking Advanced Placement courses and passing the Advanced Placement exam has increased, as has the average exam score. Furthermore, Upper School enrolls all students in a College & Career Readiness course in their junior and senior year, and seniors have the option to enroll in an internship program. In order to increase literacy, the Upper School curriculum focusses on explicit vocabulary instruction in all content areas and a literacy-focused intervention block.

Lower School curriculum focuses on standards-based instruction aligned to the Common Core and Next Generation Science Standards. The School has selected curricula aligned to those guiding documents

and is implementing Engage New York mathematics in K - 5 classrooms, systematics and explicit phonics and phonemic awareness in K - 2 classrooms, and GEMS-Net Science in collaboration with the University of Rhode Island in our science instruction across K-8 classrooms.

Paul Cuffee School uses the AIMSWeb Plus curriculum-based measurement system at the elementary level and the Renaissance STAR assessment system at the middle and upper school levels for its universal screening measures for reading and mathematics. The School also conducts the NECAP science and the PARCC assessments, along with diagnostic assessments, formative assessment, progress monitoring, and mid-year and end-of-course exams at the high school level. The Schools also uses Fountas and Pinnell; Read 180; and other tools to identify needs and to support and monitor progress.

Paul Cuffee School is relatively small in size compared to other public schools in Rhode Island. The School's size affords it a better opportunity to learn about individual needs and strengths of each student and to provide an academic plan to meet those needs. There exists a great deal of flexibility in scheduling and programming at Upper School, allowing the School to provide students with college and career oriented coursework. Over 90% of students apply to and are enrolled in institutions of higher education once they complete high school.

Although there are tremendous benefits with small school size, the School cannot always offer the variety of programming that it would like to. Expanded enrollment would allow the School to offer additional programming and coursework, including more advanced studies courses without causing disruption to current educational programs.

Section 3f: Student Enrollment, Outreach, and Demand

Residents in the City of Providence, especially those who identify as racial and ethnic minorities, have demonstrated high demand for admittance to Paul Cuffee School. The demand for enrollment has steadily increased since 2007 (add enrollment 2007-2015 as appendix). In 2016 the School received 1,827 applications for 94 seats.¹⁵

Parents of current Paul Cuffee School students have demonstrated demand for admittance for siblings. There are currently 66 siblings awaiting admittance to Paul Cuffee School: one student for grade one; two students for grade two; three students for grade three; four students for grade four; two students for grade five; eight students for grade six; one student for grade seven; five students for grade eight; three students for grade nine; two students for grade 10; five students for grade 11; three students for grade 12.¹⁶

Due to high demand by students who identify as racial and ethnic minorities and from families who have been determined eligible for free and reduced-priced meals, the School does not anticipate any changes to the student recruitment process or school lottery weights.

¹⁵ Appendix B: Application and Admittance Table

¹⁶ Appendix D: Sibling Waiting List

Section 3g: Operational Capacity

The School does not anticipate any operational adjustments to fulfill this requested expansion. The School does not anticipate any changes to its 19-member governance Board as a result of this requested expansion. The School has attached an organizational chart. The School does not expect any changes to this chart as a result of this requested expansion. There are no anticipated changes to the school's leadership team, nor any expected personnel changes as result of this requested expansion. The School does not anticipate any facility needs as a result of this requested expansion.

Section 3h: Finance and Budget

Paul Cuffee School has attached an enrollment and funding estimates table which assumes 813 students total enrollment for fiscal years 2018-2022.¹⁷ The estimate assumes 75% of students (610 children) meeting eligibility criteria for free and reduced-priced meals, which is based on historical data. The estimate assumes no increase of state or local aid over the five-year period.

The table assumes a local aid amount of \$4347 per pupil which is an additional \$169,533 per year as a result of requested expansion. The table assumes a state aid amount of \$9290 per pupil which is an additional \$362,310 per year as a result of requested expansion. The table assumes a student success factor of \$3716 for each of 610 income-eligible students.

The School does not have any compliance violations that have led to authorizer intervention. There is no litigation involving the School. There are no material audit findings for the School.

¹⁷ Rhode Island Charter Public Schools: Enrollment and Funding Estimates

Section 4: Attachments:**Section 4a. An enrollment table**

Appendix A: Enrollment Table

School Year	Grade Levels Served	Total Enrollment	School Districts
2016/17	K-12	774	Providence
2017/18	K-12	813	Providence
2018/19	K-12	813	Providence
2019/20	K-12	813	Providence
2020/21	K-12	813	Providence
2021/22	K-12	813	Providence

Section 4b. Evidence of community support**Appendix B: Application and Admittance Table**

Lottery Year	# of Applications	# of Students Admitted	# of Ss on Waiting List
2016	1,827	94	1,733
2015	1,598	106	1,492
2014	1,460	100	1,360
2013	1,520	91	1,429
2012	1,396	92	1,304

Appendix C: Federal Free and Reduced-Priced Meals Applications To Date

	Eligible Free	Eligible Reduced	Not Eligible	No Application
# of Students	377	45	80	273

Appendix D: Sibling Waiting List

Lottery Year	Number of Children of Sibling Waiting List
2016	66*
2015	65
2014	99
2013	98
2012	82

* 30 of these students have been admitted as of 9-29-16

Appendix D: Current Sibling Waiting List by Language; Race/Ethnicity

	Spanish Language	English Language	Hispanic/Latino	Black or Afr. Am.	White
# of Children	21	18	29	9	1

Appendix E: Current Sibling Waiting List by Federal Free and Reduced-Priced Meals Application

	Eligible Free	Eligible Reduced	Not Eligible	No Application
Number of Children	20	5	2	12

Appendix F: Percentage of Students Meeting or Exceeding Expectations on PARCC 2015-2016

	Math 2015	Math 2016	Difference	ELA/L 2015	ELA/L 2016	Difference
State Avg	25	30	+5	36	38	+2
Urban	11	15	+4	18	20	+2
Urban Ring	22	26	+4	37	37	0
Suburban	38	44	+6	49	51	+2
Charters	25	29	+4	35	41	+6
State Schools	4	5	+1	11	21	+11
Providence	9.8	13.9	+4	17.8	20	+2
Paul Cuffee	18.5	27	+9	23.8	30.4	+7
PCS Lower	20.8	30.4	+10	28.6	30.8	+2
PCS Middle	25.7	35.4	+10	27.9	38.2	+10
PCS Upper	3.5	10	+6	12.2	19.7	+7

Appendix G: Board of Trustees

Su Almeida, Descendant of Captain Paul Cuffee

Tom Beall, Upper School Faculty

Leslie Brackett, Middle School Faculty

Becky Bueno, Lower School Faculty

Carrie Bridges Feliz, Executive Committee

Russell Carey, President, Executive Committee

Nick Figueroa

Crystal Gantz

Bob Kelley, Clerk, Executive Committee

Leeds Mitchell IV

Alex Molina, Vice President, Executive Committee

Dan Moos

Joop Nagtegaal, Executive Committee

Martha Newcomb

Kim Noble, Treasurer, Executive Committee

Jean Patiky

Abraham Pinales

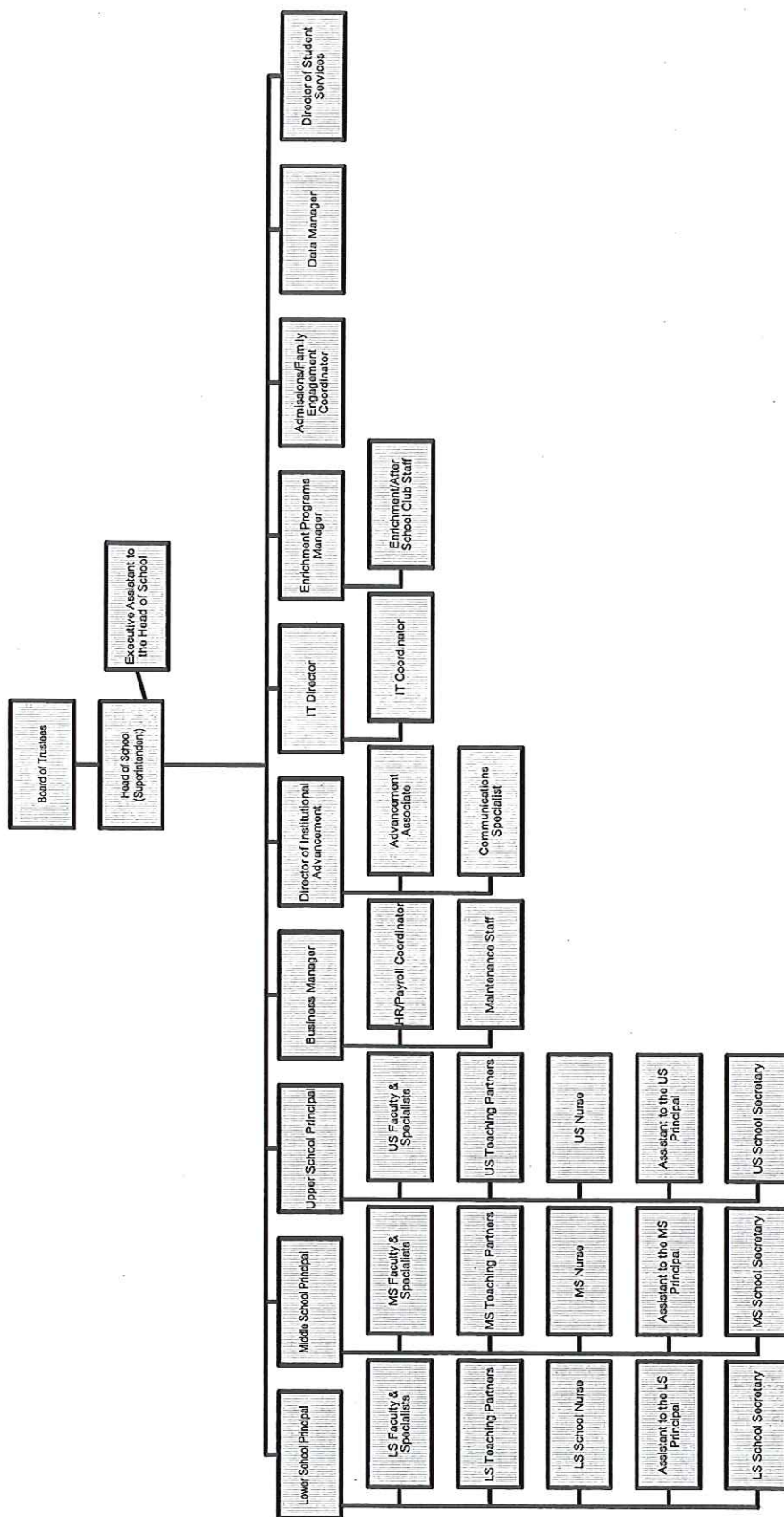
Earl Smith III, Executive Committee

Andrea Summers

Section 4c. Organizational chart

Appendix H: Organizational Chart

Paul Cuffee School Organizational Chart



Section 4d: Five-year Budget Projection

Rhode Island Charter Public Schools:
Enrollment and Funding Estimates

Appendix I: Rhode Island Charter Public Schools: Enrollment and Funding Estimates

Follow the instructions provided in the gray boxes. Add information only in the fields highlighted yellow.

Table 1: Total Enrollment Estimate

Using the dropdown menu, select the communities from which your school will enroll students. Leave additional community spaces blank. Also fill in the number of students that you estimate will enroll from each community per year. The percent (%) column will automatically calculate the percentage of students by town.

Name of Community	FY2018		FY2019		FY2020		FY2021		FY2022	
	#	%	#	%	#	%	#	%	#	%
PROVIDENCE	813	100%	813	100%	813	100%	813	100%	813	100%
Total Enrollment	813	100%	813	100%	813	100%	813	100%	813	100%

Table 2: Enrollment Estimates of Students Receiving Free/Reduced Lunch

Fill in the number of students eligible for free or reduced-price lunch that you estimate will enroll from each community each year. The community names will auto-fill from Table 1. The percent (%) column will calculate the percentage of FRL students by town, and overall.

Name of Community	FY2018		FY2019		FY2020		FY2021		FY2022	
	#	FRPL %	#	FRPL %	#	FRPL %	#	FRPL %	#	FRPL %
PROVIDENCE	610	75%	610	75%	610	75%	610	75%	610	75%
Total FRL Enrollment	610	75%	610	75%	610	75%	610	75%	610	75%

Table 3: Local Aid

The local aid table will autopopulate. The community names and enrollment percentages will auto-fill from Table 1. An average local per pupil will be calculated.

Name of Community	FY2018		FY2019		FY2020		FY2021		FY2022	
	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$
PROVIDENCE	\$4,347	\$3,534,111	\$4,347	\$3,534,111	\$4,347	\$3,534,111	\$4,347	\$3,534,111	\$4,347	\$3,534,111
Average Local Per Pupil	\$4,347		\$4,347		\$4,347		\$4,347		\$4,347	
Total Local Aid		\$3,534,111		\$3,534,111		\$3,534,111		\$3,534,111		\$3,534,111

Table 4: State Aid

The state aid table will autopopulate. The table will automatically calculate the state aid for each community, and generate an average per pupil amount.

FY 2018	Core Amount: \$9,290									
Name of Community	Core	SSF (0.4)	Share Ratio	# students	# FRL students	Total Core	Total SSF	Average PP	Total	
PROVIDENCE	\$9,290	\$3,716	87.6%	813	610	\$6,612,581	\$1,984,588	\$10,575	\$8,597,168	
Average and total				813	610			\$10,575	\$8,597,168	

Table 5: Total Aid

	FY2018	FY2019	FY2020	FY2021	FY2022
Total Local	\$3,534,111	\$3,534,111	\$3,534,111	\$3,534,111	\$3,534,111
Total State	\$8,597,168	\$8,597,168	\$8,597,168	\$8,597,168	\$8,597,168
	\$12,131,279	\$12,131,279	\$12,131,279	\$12,131,279	\$12,131,279